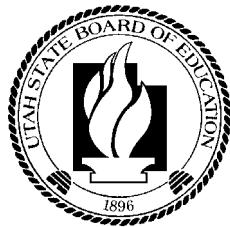


**The Report of the
Accreditation Visiting Team**

**Jordan High School
95 East Beetdigger Blvd.
Sandy, Utah 84070**

March 9-10, 2004



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Jordan High School
95 East Beetdigger Blvd.
Sandy, Utah 84070**

March 9-10, 2004

UTAH STATE OFFICE OF EDUCATION

**Steven O. Laing, Ed.D.
State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

A major purpose of the accreditation process is to stimulate inservice growth and school improvement. Consequently, requirements include not only meeting the standards of the Utah State Office of Education, but also completing a school evaluation every six years.

School evaluation is that effort by the local school staff to take a comprehensive look at the school's program, operation, and effect. The school determines how closely its purposes and philosophy coincide with its actual practices and the degree to which its stated objectives are being reached. It is a three-phased program: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 9-10, 2004, was conducted because of the school's desire to ensure quality education for all students in the school, and to meet the requirements referred to above.

The entire staff of Jordan High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Marilyn Richards is commended.

The staff and administration are congratulated for the generally fine program being provided for Jordan High School students, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more adequately meet the needs of the students of Jordan High School.

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State Superintendent
of Public Instruction

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Executive Officer

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Secretary

**Board of Regents Appointments*

10/30/03

JORDAN SCHOOL DISTRICT

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Jan Wilde	Executive Director
Keith Wilson	Executive Director
Kerrie Naylor	Executive Director
Calvin Evans	Executive Director
Brenda Hales	Executive Director

JORDAN HIGH SCHOOL
ADMINISTRATION AND STAFF

School Administration

Marilyn Richards	Principal
Laurie Brussow	Assistant Principal
Anthony Godfrey	Assistant Principal
Deborah Swensen.....	Assistant Principal
Larry Urry	Assistant Principal

Counseling

Cheryl Groot	Counselor
Suzanne Oakeson.....	Counselor
Pepper Poulsen.....	Counselor
Jamie Vargas.....	Counselor
Victoria Bork	Psychologist
Brent Boswell.....	ATE Coordinator
Patricia Thomas	Work-Based Learning Coordinator
Eddy Christensen	SAY Officer

Support Staff

Marilyn Collier.....	Main Office
Rose Elkins	Main Office
Robyn Goldy.....	Main Office
Roz Olson.....	Main Office
Connie Thomson.....	Main Office
Connie Evans	Main Office
Sheila Stevens	Main Office
Bobbie North.....	Attendance Office
Elaine Beard.....	Attendance Office
Kathleen Clark	Attendance Office
Sherrie Larsen	Attendance Office
Karen Park	Attendance Office
Irene Groesbeck	Registrar
Shauna Treseder.....	Registrar's Assistant
Delia Bills	Career Center
Jill Jacobs	Career Center
Diane Kuykendall	Career Center
Ann Vigil	Career Center

Margo Bathelt	EDNET
Sherry Clift.....	EDNET
Ronnie Ellingsen.....	EDNET
Sue Rhodehouse.....	EDNET
Danielle Cummins	ESL
Robyn Bullock	Guidance
Cheryl Jacobson.....	Guidance
Mike Johnson.....	Hall Monitor
Suzanne Ren.....	Hall Monitor
Robyn Cram	Media Center
Latrelle Dahl	Media Center
Kathy Horton	Media Center
Carolyn Petrick	Media Center
Jason DeHerrera.....	Parking Tickets
Kay Parker	Special Education
Aloa Phillipps.....	Special Education
Jennifer Sant.....	Special Education
Pat Sloan	Special Education
Cley Twigg.....	Weight Room Assistant
Alene Johnson.....	Work-Based Learning
Angie Kollross	Youth-In-Custody
Terri Kener.....	Day Care
Haylee Bradford.....	Day Care
Nancy Brown	Day Care
Lacy Heuer.....	Day Care
Kim Kilpatrick	Day Care
Carolyn Thorup.....	Day Care
Amber Thacker	Day Care
Cliff Saville.....	Custodial
Mary Fairbourn	Custodial
LaMarr Olson.....	Custodial
Richard Burgon.....	Custodial
Robbie Elkins.....	Custodial
Brad Keene.....	Custodial
Elisa Rodriguez.....	Custodial
Ruben Torres.....	Custodial
Morris Tufts	Custodial
Matt Galli.....	Custodial
Benson Iheahacho	Custodial
Krista Barney	Sweeper
Amanda Hillary.....	Sweeper
Ashley Hillary.....	Sweeper
Melissa Turnbow	Sweeper
Stephen Turnbow.....	Sweeper
Rachel Wixon.....	Sweeper

Betty Podlesny, Manager	Food Service
Joan Hendrickson, Clerk	Food Service
Judy Allison	Food Service
VerLayne Atkinson	Food Service
Marjorie Burgon	Food Service
Beckie Carter	Food Service
Laura Dipo	Food Service
Tiffany Doyle	Food Service
Nancy Frostl	Food Service
Tiffany Hammer	Food Service
Emma Howland	Food Service
Carla Matern	Food Service
Cathy Garrett Morrill	Food Service
Lisa Nelson	Food Service
F. Renee Olsen	Food Service
Allysha St. Clair	Food Service
Greta Vasiliauskaite	Food Service

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Rodney Anderson	Karen Durfee	John Lundstrom
Louise Atkinson*	Carrie Earl	Kevin Mark
Chris Babinski	Kevin Egan	Dan May
Cozette Baddley	Bill Ennis	Dave McConnell
Trudy Barnes	Katie Frost	Suzanne McDougal
Karma Bateman*	Ken Frost	Jayne McGuire*
Karlene Bauer	Verla Gardner	Michelle Miles*
Bonnie Berrett*	Shelly Gillespie	David Morrill
Dan Boskovich	Jeanette Goins	Doug Mousaw
Carolyn Brady	Carolyn Gough	Felicity Murphy*
Phil Broadhead	Hal Hale	Mark Petersen
Kent Burrell	Karl Hanson	Vicky Pettey
Shannon Callister*	Rachel Hardy*	Jennifer Phillips*
Jenny Cassidy	Laurel Harris	Roger Pinnock
Valerie Cazier*	DeAnn Haslam	Jay Powell
Brad Charon	Denna Hollinger	Carmen Price
Randal Clark	Marc Hunter	Margaret Price
Deanna Coates	Alex Jacobson	Joel Pullan
Diane Cobey	Beth Johnson	Gay Quinn
Paul Cohee	Merle Kennard	Jeff Rasmussen
Tiffany Craig	Mark Kleven*	Kelly Robbins

Leslie Robinett
Travis Rowley
Kirsten Sherman
Colleen Shuman
Caralyn Skousen*
Leah Smith*

Kyle Stailey
Peter Steenblik
Kim Thompson
Dave Tilby
Barbara Turpin
Donna Wallace

Peggy Whitney
Marietta Williams
Emily Winn*
Rand Winward
Shauna Young*

*Part-Time Teachers

JORDAN HIGH SCHOOL

MISSION STATEMENT

Celebrating a century of tradition and legacy, our mission is to establish life long learning by encouraging, guiding and challenging all of our students.

BELIEF STATEMENTS

Our beliefs:

- Student learning will be the central priority for our school.
- Students, parents, and teachers will have accountability and responsibility for their role in the educational process.
- Students, parents, and teachers will be committed to developing contributing members of society.
- Everyone will be treated with dignity and respect.
- Critical thinking and problem solving will be a curricular priority.
- Clear goals and high expectations will be established school wide.
- Students, parents, and teachers will work together to provide a safe learning environment.
- Learning will have meaningful connections between curricula and everyday life.
- Students, parents and teachers will seek school wide improvement.
- Education will provide a foundation for life in academics, social skills, cultural acceptance, technological literacy and marketable skills.

MOTTO

Honoring the Past,
Embracing the Present,
Anticipating the Future

MEMBERS OF THE VISITING TEAM

Sydnee Dickson, Granite School District, Chairperson

Kathy Clark, Skyline High School, Granite School District

Craig Hammer, Dixie High School, Washington School District

Deborah Sorensen, Murray High School, Murray School District

Mary Moulton, Uintah High School, Uintah School District

Marsha Forsgren, Uintah High School, Uintah School District

Observers:

Joe Kelly, Landmark High School, Nebo School District

Kris Cary Landmark High School, Nebo School District

VISITING TEAM REPORT

JORDAN HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Jordan High School is a large suburban school of approximately 2,014 students located in Sandy, Utah. Jordan High School typically employs 99 teachers and 81 educational support staff members. Jordan High Beetdiggers are steeped in 97 years of tradition, which is apparent the minute one enters their fairly new, state-of-the-art facility. The transition from old Jordan High to the new facility was strategically planned to incorporate a sense of pride and continue the school's strong connection to the community and alumni. Many students currently attending Jordan High come from families of alumni. This tradition is a factor in the great amount of parent support that continues to thrive in this school.

Although the community is rather stable and homogeneous, there has been an increase in the number of students from low-income households, as well as ethnic minority and English language learners. The Native American population has more than doubled over the past year. Administrators report that this is due to the great networking and fine reputation enjoyed by Jordan High School. There are currently 421 students attending on permit, most of whom are students from neighboring schools in Jordan District. A surprising number of these students on permit are ethnic minority students and students with disabilities. This speaks to the level of safety and belonging that students feel at Jordan High School.

A number of co-curricular activities are offered, including nineteen athletic programs, seven award-winning arts programs, two nationally recognized choral groups, and seventeen clubs in which over 400 students participate. The implementation of Smaller Learning Communities and the offering of a variety of programs add to the availability of many opportunities for students to succeed. Administrators, teachers, and support staff are very dedicated to the success of each student. Support is offered before and after school by every staff member, and decision making is a collaborative effort, inclusive of students.

The strongest definitive feature of Jordan High School is its dedication to its tradition and legacy. The school is approaching its 100-year anniversary, and all stakeholders exhibit a deep sense of loyalty and commitment to excellence.

a) What significant findings were revealed by the school's analysis of its profile?

Jordan High School has involved all stakeholders in a significant effort to collect and analyze student achievement data. The data has been disaggregated and analyzed in order to determine a more cohesive plan of action for student success. Language Arts CRTs revealed that the majority of students are achieving in the substantial mastery range. However, the Native American and Pacific Islander students are achieving at minimal mastery. A significant number of students are at minimal mastery in algebra and geometry. The disaggregated data revealed that most ethnic minority students are achieving at the minimal mastery level. Science and math are both academic areas of concern in looking at the scores of some subgroups.

Over the past few years, an increasing number of students have enrolled in Advanced Placement and concurrent enrollment classes. There has also been impressive growth in applied technology, as evidenced by skills certification rates remaining above the state average. Jordan High School has also shown improvement on SAT test scores, and scores above the state and national averages for the ACT. The data shows that Jordan High School students are making significant academic gains.

Performance data for several student sub-groups was also disaggregated and analyzed. Jordan High School should be commended for identifying at-risk students and tailoring academic placement to meet the needs of these students. A concerted effort is being made to assist identified at-risk tenth grade students. Over the last three years, these students have shown a 0.5 to 1.0 improvement in their cumulative GPAs.

Jordan High School teachers also cooperate to accommodate special education, Section 504, and alternative language students. The special education programs have increased by 20 percent during the last two years. This increase may be due to more special education students choosing to attend Jordan High School on permit. For the past several years, Jordan High School has been tracking data and finding ways to support areas of need. Through the accreditation process, focus has been placed on particular students who are not learning to potential. Targeted support is being provided through study skills groups, extra tutoring support, and intervention courses provided in the schedule.

b) *What modifications to the school profile should the school consider for the future?*

Jordan High School has done an excellent job of creating its school profile through the use of multiple forms of data and disaggregation of the data where possible. This data was shared with all stakeholders and used to make decisions and provide direction. Continuing to modify the profile with new data will add to the already commendable efforts of the administration and staff in their use of data.

Suggested Areas for Further Inquiry:

- Fine-tune the action plan to create seamless transition from student goals to teacher behavior to intended outcomes.
- Continue efforts to send information home to non-English-speaking families in languages other than English. This will aid in the gathering of accurate data.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

All stakeholders served on interdisciplinary focus groups and committees. Both parents and students were adequately represented in all groups. Additionally, many members of the classified staff also participate as team members. Inclusion of parents and students occurred throughout the entire process.

This collaborative process is highly successful at Jordan High School and produced a dedicated commitment to the process of student achievement. The Visiting Team recognizes that the school and leadership made a thorough analysis of the school's strengths and limitations, and commends them for their effort and hard work.

The Visiting Team commends Jordan High School administration for its insight and initiation of this process, and recommends that stakeholder inclusion remain a vital part of the philosophy of the school community.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The school's profile, in conjunction with survey data, supports the school's analysis of its strengths and limitations. The Visiting Team believes that focus groups, departments, and administrators have been extremely honest in their process of self-evaluation. The Visiting Team recommends that the school community continue to examine and utilize collected data to recognize and address the school's strengths and limitations.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Jordan High school's desired results for student learning (DRSLs) are as follows:

1. Effective Communication
2. Critical and Complex Thinking and Reasoning
3. Life Long Learning
4. Responsible Citizenship

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

In examining the level of understanding and acceptance of the school's mission statement, the Visiting Team determined that all of the stakeholders understand and support the desire to "establish life long learning by encouraging, guiding and challenging all students." All stakeholders reviewed the existing mission statement, motto, and belief statements. The process included a look at the strengths and weaknesses of the school. Individual stakeholders have a clear understanding of the school's vision. The staff and faculty are committed to carrying forward the mission and beliefs of their school. This was evidenced through teacher, parent, and student interviews, as well as observed classroom practice.

It is commendable that all stakeholders are included in this continuing process of school renewal. The mission and belief statement are clearly guiding Jordan High School's direction. In addition, each department has developed its own mission and belief statements that demonstrate a commitment and connection to the overall mission of the school.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements at Jordan High School were developed in conjunction with the mission statement. The Visiting Team commends all stakeholders' work to ensure that the school's belief statements include their commitment to and understanding of student learning. Extra efforts were made in departmental analyses to examine their particular beliefs and practices.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Jordan High School's desired results for student learning reflect Utah Life Skills as adopted by the Utah State Board of Education. These DRSLs appear to be clearly aligned with the school's mission and beliefs. Jordan High School DRSLs are the foundation of the current work of the school. All stakeholders understand the importance of the DRSLs as the groundwork for student achievement and improvement. Most impressive is the ability of all stakeholders to articulate what the DRSLs "look like" and how they translate into classroom practice.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

Conversations with department chairs and focus group leaders indicated that the process of aligning the present curriculum with the State Core Curriculum is an ongoing process that began two years ago. The chairs and leaders are well aware that the results of the CRTs are dependent upon the alignment of the curriculum with the State Core. Ongoing attempts are being made to engage in vertical and horizontal alignment of curricula in all area. Teachers express a high degree of satisfaction with the opportunities to map the curriculum and have dialogue with colleagues. At the same time, many staff members request additional opportunities to collaborate with teachers of subject areas outside their department in order to make all curricula more seamless and meaningful.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The Visiting Team recognizes that the school and staff members have made a great effort to create a collaborative culture at Jordan High. It should be noted that the all classrooms clearly displayed the DRLS as well as Six Traits of Writing posters. Students can articulate what the DRSLs mean and how each teacher uses the DRSLs. Each department has made a conscious effort to articulate a clear academic focus as tied to the DRSLs. All staff members should continue conversations to provide a collective vision for student achievement. The staff is committed to professional development, and also shows commitment to working toward implementation of new ideas into individual classrooms.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

During classroom visits, the Visiting Team observed teachers using a variety of teaching strategies, including hands-on activities, oral presentations, small group work, lectures, writing to learn, and class discussions. Both students and parents indicated that they are extremely satisfied with the quality of instruction at Jordan High. The Visiting Team believes that the faculty and staff are hardworking, dedicated, and available to students and parents. The staff has expressed a desire to work better across the departments to develop more meaningful curricula for all students. All teachers are emphasizing reading and writing.

Most teachers want to be provided with additional training and support in best practices. However, the Visiting Team concurs with teachers' concerns that the standards of quality professional development need to be observed. Many teachers are concerned that the many one-shot workshops do not necessarily build skills that can best be implemented in the classroom. The Visiting Team recommends that the staff and faculty continue to have professional development that is more focused and ongoing in order to affect student achievement. To achieve this desired goal, a shared commitment by all departments must be undertaken. Jordan High School should be commended on its efforts to create a positive academic learning environment.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Jordan High engages many students effectively. However, the faculty and staff realize that many ethnic minority students and students from low socioeconomic groups are somewhat less engaged. The Visiting Team found substantial evidence that individual teachers monitor and adjust their instruction to address the different ability levels, from gifted to at-risk, found within a regular classroom setting. Continued departmental evaluation concerning differentiated instruction will help the faculty and school address this concern. It should be noted that most of the veteran teachers are willing and committed to teaching all levels of students, and have requested additional professional support in learning how to meet student needs. Strategies for meeting the needs of English language learners are requested by many staff members. While they express delight with a workshop that was held for this purpose, there has been little follow-up.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Students expressed that they have access to staff members both before and after school. The daily schedule includes study skills classes and a "Diggers" program for at-risk students. The Math Department utilizes reteaching strategies and employs the strategy of having great teachers teach both advanced and lower-level courses. Through classroom visits to almost every classroom it was observed that the staff is actively engaged with the students. Data gathering

inventories provided the Visiting Team with evidence that multiple teaching strategies are utilized through the school. The majority of the staff is committed to attending professional development activities offered by the district. It is clear that Jordan High is committed to leaving “no child behind.” The school is in the process of reviewing its attendance policy, which will support student learning.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or schoolwide assessments based on clearly articulated expectations for student achievement?*

The staff at Jordan High has engaged in curriculum mapping in order to align their curricula and assessments with USOE Core concepts. Collaborative efforts among department members have led to the implementation of a variety of assessment strategies. More frequent monitoring of student learning, beyond end-of-unit and end-of-level tests, now needs to become the norm of operation in all classrooms. The Visiting Team observed multiple forms of assessment (beyond paper and pencil) being utilized in most classrooms. Schoolwide rubrics have been developed to assess the use and achievement associated with DRSLs. This work is to be commended and continued.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The following types of assessment tools were observed during the visit: selected response tests, open-ended questions, performance tests, research papers, group assignments, journals/portfolios, independent student exploration, and collaborative exploration. The Visiting Team realizes that certain classes lend themselves to more varied assessments. Performance assessments were apparent in ATE courses, performing arts, visual arts, physical education, business, and science courses. The Math Department has also developed a philosophy and practice around the “100% test,” a test of basic core concepts given at the end of every term that students must pass at 100%.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The Quality Assessment Focus Group reports that 80 percent of the staff members currently use four or more different types of assessments. Students are informed of assessment criteria in disclosure statements at the beginning of the year. The staff is analyzing the data concerning the performance of disaggregated groups within the school. Continued attention to this analysis should provide a basis to determine whether the present assessments are equitable and adequate for all groups.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

There is overwhelming evidence that staff and parents have assumed the responsibility of leadership in an effort to improve student learning. The administration and teaching staff have assumed a leadership role by delivering professional development opportunities for their colleagues. For example, the Six Traits of Writing strategies are facilitated by members of the Language Arts Department. The Visiting Team encourages an ongoing focus on best practices for all staff members, with follow-up staff development sessions, peer coaching, and observation opportunities.

New teachers and student teachers are mentored and encouraged to explore best practices. New teachers reported that they had benefited tremendously from this program. They commented that they had the understanding and awareness to make vital connections to all students.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership at Jordan High School has gone to great lengths to employ data-driven, research-based decision-making. Jordan High School has access to a variety of data regarding student achievement. The school is utilizing this data to improve the decision-making process, but also to monitor school improvement efforts.

The leadership at Jordan High has made a concerted effort to include parents, staff members, and students before determining which school improvement efforts to undertake or adjust. The Visiting Team recommends that this data be continually utilized to refine and improve the action plan to improve student achievement. The data at Jordan High School has shown a direct correlation between low test scores and attendance. It is suggested that the leadership at the school continue to extend and refine its data collection efforts and inquiry into this problem and formulate a consistent, fair, and uniform schoolwide policy.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Jordan High School is utilizing disaggregated data to determine who is learning and who is not learning. Currently, standardized tests and classroom observations are used to determine effective instructional practices. Jordan High

School is involved in improving test administration procedures that encourage students to attend school on test days and do well. Most teachers are striving to make students accountable and responsible for their own actions. Individual students and subgroups that are underachieving have been identified through data and given extra support through counseling services, tutoring, and administrative attention. Jordan High School is commended for its development of and commitment to reading, writing, and math. Jordan High School should continue to develop and utilize benchmark assessment systems to evaluate student achievement and progress.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team found consistent praise of the school leadership from all stakeholders. It is clear that the school administrators are student advocates and work tirelessly to ensure student success. Close attention is paid to the climate and culture of the school. Policies and practices are typically consistent with the school's beliefs and mission, and are designed to maximize opportunities for successful learning. The allocation and use of all resources are often aligned to both the school and departmental goals. The leadership has established the foundation for collaborative decision making and will continue to seek input from all stakeholders.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

Stakeholders express appreciation of highly supportive administrators who attend to school needs and support school and student goals. Valuable resources have been allocated to align the school goals and the DRSLs so that school improvement efforts are ongoing and successful. The alignment of data to DRSLs and action plans has led to a streamlined process, including proper allocation of resources.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The school leadership has ensured that all stakeholders, parents, teachers, students, and classified staff members, as well as the business community, are involved in the decision-making process. The SEOP process, PowerSchool, and school publications are utilized by Jordan High School to reach parents and the school community. It is particularly impressive that these publications are modified to reach minority populations, especially those whose primary home

language is Spanish. Many staff members expressed appreciation for the principal valuing them as an important resource in student achievement efforts.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team was impressed that the vast majority of students expressed a feeling of acceptance and safety as part of this school community. Many students sought the Visiting Team members out to talk about their negative experiences in other schools as compared to their sense of belonging at Jordan High School. Many students also indicated that there are multiple opportunities for success and that teachers are always willing to help. The Visiting Team commends all faculty and staff members for their commitment to education and maintaining a school of high expectations. The teachers and staff work well with the administration, and are committed to continuing a sense of collaboration across the school community.

Many of the teachers have a vested interest in the success of all students at Jordan High School because they have spent most of their careers at Jordan. In addition, a number of faculty members are alumni of Jordan High School and want to continue the school's great traditions, accompanied by continuous improvement. It is clear that Jordan High School embraces diversity and differences among the student population, as evidenced by the desire to meet the unique needs of all learners.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Jordan High School should be commended for responding to students' needs. Several departments have scheduled available tutoring during specific times before and after school. Tutoring sessions and make-up sessions are available to all students. These schedules are published so that parents and students are aware of available resources. There are numerous programs that support inclusion throughout the school. It is also evident that the faculty is supportive of student participation in a number of focus groups and other committees to build morale and school involvement in a variety of areas.

Many partnerships have been formed with community agencies and businesses to foster opportunities for students. Teachers express a desire to find more funding and opportunities to involve students in authentic learning experiences in the community. The use of land around the school by the Science Department is a good example of utilizing community resources for hands-on learning experiences. Teachers at Jordan High School have much to learn from one

another, and should continue to find ways to collaborate and engage in dialogue across departments.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The school's organizational culture supports school improvement initiatives and professional development opportunities. Data is being used to determine areas of focus for training. However, all staff members expressed a desire to engage in ongoing professional development with time to practice and receive feedback. There is particular interest in extending professional development in the area of instructional strategies for English language learners in the regular classroom. There are numerous committees in the school working toward change and meaningful improvement. All stakeholders are very supportive of change.

Jordan teachers are forthcoming in their assessment that there is still room for improvement. Jordan High should continue to provide opportunities and compensation for all staff members to participate in professional development on an equal basis. Jordan High School believes that it should continue to implement instructional strategies and best practices in all curricular areas.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

It is evident that the school administration actively supports opportunities for individual and collective development. The Visiting Team believes that Jordan High School provides a positive and rich culture for both students and teachers to improve and grow. There is overwhelming evidence, as shown in the self-study, that the administration creates a climate for continuous improvement of instructional design and curricula. The Visiting Team is confident that improvement efforts will continue long after this report is submitted.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met.

Standard II – Student Personnel Services

This standard is met.

Standard III – School Plant and Equipment

This standard is met.

Standard IV – Library Media Program

This standard is met.

Standard V – Records

This standard is met.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met.

Standard VII – Preparation of Personnel

This standard is met.

Standard VIII – Administration

This standard is met.

Standard IX – Teacher Load

This standard is not met. Several teachers have excessive class loads. Some teachers are teaching extra classes some with extended contracts.

Standard X – Activities

This standard is met.

Standard XI – Business Practices

This standard is met.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the schoolwide action plan adequate in addressing the critical areas for follow-up?*

The action plan is the result of seamless transition from disaggregated data to the formation of DRSLs, from formation to assessment of the DRSLs, and from assessment to action steps to affect student data. The plan was developed with input from all stakeholders and is reflective of the beliefs and mission of the school. The Visiting Team recommends tweaking the plan to ensure that the student goals are reflected in specific action steps by staff members. Student goals, teacher actions, and assessment should be more closely aligned.

- b) *To what extent is there sufficient commitment to the action plan, schoolwide and systemwide?*

Evidence from interviews and written reports indicates a high level of commitment to the action plan by parents, administrators, and staff members. The involvement of classified employees strengthens the action plan as their contact with students sets the tone. Staff members are very knowledgeable and conversant about the plan, and express a desire to achieve the results they have outlined as important outcomes. School goals are publicized in a variety of ways to aid in garnering community support for the action plan. PTSA members are supportive of and excited about the plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the schoolwide action plan appear to be?*

Assessment strategies have been determined for both the DRSLs and the action plan. Schoolwide rubrics are being used to determine whether students are accomplishing the desired results outlined for them. The action plan includes assessment strategies that are aligned with action steps, and yet they could be more fully refined to ensure actualization of outcomes. The Visiting Team is confident that the schoolwide action plan will be used as a driving force for continuous improvement. The administration is very adept at making adjustments to improvement efforts as data drives their decision making.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Jordan High School is a place where the majority of students feel cared about and accepted. All stakeholders demonstrate a genuine concern for students. Reports from parents, students, and staff members express satisfaction with the educational experience at Jordan High School.
- Teachers are beginning to use data to modify the instructional process. Multiple instructional strategies and assessments are utilized to meet individual student needs. Professional development efforts are focused on reading, writing, and meeting the needs of English language learners.
- All stakeholders were involved from the beginning of the process, and continue to be included in the continuous improvement process. This has resulted in high levels of buy-in to the process and the intended outcomes outlined in the school's action plan.
- Attention to tradition is the foundation for pride in Jordan High School, as evidenced by school unity, care for the school, and academic achievement. High levels of parent and community involvement add to the positive climate and culture at Jordan High School.
- Extensive collection and use of data at Jordan High School has led to an objective look at the strengths and areas needing attention. Staff members, including administrators, are very forthcoming about areas of concern and have created plans to address these concerns.

Recommendations:

- Continue conversations of collaboration within departments and across the departments to enhance student learning.
- Explore a schoolwide, consistent, and fair attendance policy to improve student learning and achievement. Continue to use data to determine who is learning and who is not learning.
- The action plan should be fine tuned to indicate how teachers will utilize data and professional development information to improve student achievement.